**Teacher: Ms. Christina Ruggiero**

**Class: 8th Grade ENL**

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| **CCLS** | [CCSS.ELA-LITERACY.L.8.2](http://www.corestandards.org/ELA-Literacy/L/8/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others  [CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Teaching standard: Danielson 3C – Engaging students in learning |
| **Essential Question** | How do our personal choices affect the world around us? |
| **Objective**  **Use Verbs from**  **DOK/Bloom’s Taxonomy** | **Content:** Students will be able to compose research on sustainability and write a persuasive essay about their findings. |
| **Language:** Students will be able to write a persuasive essay with cause and effect sentence structures such as, “\_\_\_\_ causes \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_;” “Because of \_\_\_, \_\_\_\_ will \_\_\_\_\_\_;” “The effect of \_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_.” |
| **Vocabulary** | Climate change, cause, effect, habitat, sustainability |
| **Do Now** | Turn and talk with your partner about your idea for a solution to climate change. |
| **Guided Practice/**  **Modeling** | Review different methods of sustainability that we’ve already discussed. Ask students to share the methods they came up with for homework.  Provide students with Pros and Cons T-chart to use while conducting research. Students are to find three pros and three cons for their method of sustainability.  When students have had sufficient time to research, lead them in a discussion about the layout of a persuasive essay. Ask students to remind you of the parts that make up a persuasive essay and chart the structure for students to refer to while writing. |
| **Questioning/**  **Discussion**  **Ex) Turn and Talks**  **Stop and Jots** | What can we do to help reduce climate change?  Why should we do this?  Is it important to learn about different methods of sustainability? Why? |
| **Instructional Groups based on Data** | Students will be grouped according to their scores on the 2016 NYSESLAT.  Students will be grouped heterogeneously so that they may work with students at varying proficiency levels to complete leveled tasks. |
| **Independent Practice/ Group Work**  **Check For Understanding** | Students will turn and talk with their elbow partner to discuss different methods of sustainability that can help mitigate climate change.  Students will conduct research on their selected method of sustainability while organizing the pros and cons of this method into their graphic organizers.  Students will begin drafting their persuasive essays, convincing others why their method of sustainability is important to help reduce climate change.  ***(Students will continue working on their essays for the next few days. Taking time to self assess, peer review, and publish)*** |
| **Summary/**  **Assessment** | Students will be assessed on their ability to:   * Find three pros and three cons about their method of sustainability. * Write a persuasive essay that follows our persuasive essay format and contains strong grammar. |
| **Materials**  **(including technology)**  **Differentiation** | Promethean board, laptops, poster board, pros and cons organizer, persuasive essay draft organizer (lower and upper level)  Students with less English proficiency will be provided with cloze paragraphs in which they need to plug in their pros and cons. They may use Google translate and bilingual dictionaries to assist them in their writing.  More proficient students will be expected to write their persuasive essays using a basic organizer. |

IS 220 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACE IT Rubric

Writing Task #: \_\_\_\_\_\_\_\_

SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Announce the topic Student Teacher

-Did you include the author's name?

-Did you include the title of the story/article?

-Did you include the topic/subject of the piece,

use words from the prompt?

2. Claim

-Did you state what you are trying to convince the reader of?

- Does your claim answer the question(s)?

3. Evidence

-Did you cite quotes from the text?

-Did you use quotation marks and note the line/paragraph #?

4. Interpret

-Did you say what the evidence means/shows?

5. Tie it all together with transition words

-Did you use a transition word?

-Did you tie your conclusion to your claim and evidence?

**Spelling:** Are all of the words spelled correctly?

**Grammar:**

Do the subject/verb agree?

Is the verb tense correct?

**Mechanics:** Do quotes start with a capital letter?

Are proper nouns and sentence beginnings capitalized?

Do you have commas where there should be pauses?

After reading the rubric and re-reading your essay, what are your next steps for this essay?

**My next steps for this essay are…**

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